

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Discuss the purpose of maps and globes. 2. Recognize the globe as a model of the earth. (SS.B.1.1.1) (SS.B.1.1.2) 3. Differentiate between maps and globes. (SS.B.1.1.1) (SS.B.1.1.2) 4. Use a map or globe to locate places linked to the study of families in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.1) (SS.B.1.1.2) (SS.B.1.1.3) (SS.B.1.1.4) (SS.B.1.2.1) 5. Discuss the relative terms of location and direction (near/far, up/down, left/right, here/there). (SS.B.1.1.1) 6. Recognize that geographical factors affect people's lives; e.g., climate, bodies of water, landforms. (SS.B.1.1.3) (SS.B.1.1.4) (SS.B.2.1.1) 7. Introduce cardinal directions. 8. Recognize that colors are used to represent land and water on maps and globes. 9. Describe basic physical features; i.e., mountains, rivers, lakes, oceans. (SS.B.1.1.3) (SS.B.1.1.4) (SS.B.1.2.1) <ol style="list-style-type: none"> 1. Define the term environment and give examples of different types of environments. (SS.B.2.1.4) 2. Identify major environmental problems in the local community; e.g., air and water pollution, landfills, and litter. (SS.B.2.1.4) 	<p>A. After listening to stories about families from the continents of North America, South America, Europe, Asia, Africa, and Australia, students will use a map and globe to:</p> <ol style="list-style-type: none"> a. Locate the places that were the focus of their reading (continents and countries). b. Locate basic physical features in North America, South America, Asia, Africa, and Australia; e.g., mountains, rivers, lakes, oceans. c. Make assumptions about how a people's way of life is affected by geographic factors such as landforms, climate, natural resources, and bodies of water. (SS.B.1.1.1.) (SS.B.2.1.1.) <p>B. After discussing the importance of protecting the environment and viewing pictures of current environmental problems, students will:</p> <ol style="list-style-type: none"> a. Draw pictures illustrating their feelings about protecting the environment.

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<p>II Historical Awareness</p>	<p>3. Propose ways in which people can help to protect the environment. (SS.B.2.1.4)</p> <p>1. Listen to stories about family life, both past and present, in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.1.1.4) (SS.A.4.1.4)</p> <p>2. Recognize themselves as unique individuals who are part of a family, city, state, country, and the world. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.4.1.4)</p> <p>3. Compare and contrast other family structures to their own. (SS.A.1.1.1) (SS.A.1.1.3) (SS.A.4.1.4)</p> <p>1. Listen to stories about people who have made contributions to United States history. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.3) (SS.A.4.1.1) (SS.A.5.1.1)</p> <p>2. Acknowledge that ordinary people as well as heroes/heroines have helped shape United States history. (SS.A.1.1.2) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.3) (SS.A.4.1.1) (SS.A.5.1.1)</p> <p>3. Recognize that Native Americans were the first human inhabitants of North America. (SS.A.1.1.2) (SS.A.3.1.1) (SS.A.3.1.3) (SS.A.4.1.1)</p>	<p>b. Discuss environmental problems within the local community.</p> <p>c. Propose ways by which individuals and families can help to protect the environment.</p> <p>d. Plan and develop a project which will aid in the protection of the environment. (SS.B.2.1.4)</p> <p>A. After interviewing a variety of older family members, students will:</p> <p>a. Share a story from the family’s history.</p> <p>b. Identify their family’s nation(s) of origin.</p> <p>c. Draw and share simple pictures that depict various family structures; e.g., nuclear, single-parent, extended. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.1.1.4) (SS.A.4.1.4)</p> <p>B. After listening to stories about people from many cultural, racial, and ethnic backgrounds who have made a significant impact on United States history, students will:</p> <p>a. Make a classroom picture book of famous Americans from different cultural, racial, ethnic and gender groups.</p>

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<p>III Civic Responsibility</p>	<p>4. Develop an awareness of the historical resources available in the media center.</p> <p>1. Recognize that individuals, as well as groups, have rights and responsibilities. (SS.C.1.1.1) (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.2)</p> <p>2. Recognize that interdependence and cooperation are needed within a family and within a classroom. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)</p> <p>3. Understand that rules/laws protect families and individuals. (SS.C.1.1.1) (SS.C.1.1.3) (SS.C.2.1.3)</p> <p>4. Understand the roles of family members. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)</p> <p>5. Demonstrate an understanding of the rules to be followed in school, at home, at play, and in travel to and from school. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)</p> <p>6. Demonstrate an understanding of the civic concepts of rights and responsibilities, honesty, respect, and tolerance for others. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.2) (SS.C.2.1.3)</p> <p>7. Develop and assume classroom responsibilities. (SS.C.1.1.2) (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)</p> <p>8. Discuss leadership roles both at home and at school. (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)</p>	<p>b. Create puppets that represent famous Americans and use them to dramatize each character's contributions to United States history. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.4.1.1)</p> <p>A. After discussing the need for rules and cooperation at home and in the classroom, students will:</p> <p>a. Examine the rights and responsibilities they have as members of a family and as members of a class.</p> <p>b. Demonstrate ways by which individuals and families can resolve conflicts peacefully.</p> <p>c. Develop a set of classroom rules. (SS.C.1.1.3) (SS.C.2.1.2) (SS.C.2.1.3)</p>

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<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> 1. Identify the flag and other political symbols of Florida and the United States. (SS.A.4.1.3) 2. Recognize flags of countries studied. (SS.A.4.1.3) 3. Recite the Pledge of Allegiance. (SS.A.4.1.3) 4. Recognize important buildings, statues, and monuments associated with state and national history. (SS.A.5.1.2) <ol style="list-style-type: none"> 1. Determine the difference between a want and a need. (SS.B.2.1.3) (SS.D.1.1.4) 2. Introduce the concepts of scarcity and choice. (SS.B.2.1.3) (SS.D.1.1.1) (SS.D.1.1.4) 	<p>B. After studying flags and other political symbols that are used to represent groups of people, students will:</p> <ol style="list-style-type: none"> a. Identify the flag of Florida and the United States. b. Identify the flags of countries read about in stories. c. Develop/draw a flag that symbolizes their classroom. (SS.A.4.1.3) <p>A. After discussing the variety of ways by which families meet their wants and needs, students will:</p> <ol style="list-style-type: none"> a. Classify pictures representing the basic needs (food, shelter, clothing, sense of belonging). b. Explain the difference between a want and a need by using simple illustrations. c. Compare the food, shelter, and clothing of several diverse cultures to show that wants and needs can be met in a variety of ways. (SS.B.2.1.3) (SS.D.1.1.1) (SS.D.1.1.4) (SS.D.1.1.4)

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V Cultural Awareness	<ol style="list-style-type: none"> 1. Discuss similarities and differences among people. (SS.A.1.1.1) (SS.A.3.1.3) 2. Develop an appreciation for cultures other than one's own through literature, art and music. (SS.A.1.1.1) (SS.A.3.1.3) 	<p>A. After observing and discussing pictures, artifacts, and other physical objects brought from home that represent the families of class members, students will:</p> <ol style="list-style-type: none"> a. List the elements that seem to be common among all cultures; e.g. religion, family, ceremonies, customs, holidays, music. b. Discuss similarities and differences among cultures. c. Create a class big book that includes drawings and pictures that represent the families and cultures of class members. (SS.A.1.1.1) (SS.A.3.1.3)
VI Global Perspective	<ol style="list-style-type: none"> 1. Recognize that diversity exists among people and nations around the world in terms of food, clothing, language, art, music, and holidays. (SS.A.1.1.1) (SS.A.3.1.2) (SS.A.3.1.3) (SS.A.5.1.2) 2. Examine the traditions and customs associated with holidays in the United States and other nations; e.g. Independence day, Thanksgiving, Christmas, Easter, Passover, Memorial Day, St. Patrick's Day, Feast of the Three Kings, and Kwanza. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.2) (SS.A.3.1.3) (SS.A.4.1.2) (SS.A.5.1.3) (SS.C.1.1.2) 3. Acknowledge that many cultures are found in the local community and in the school/classroom. (SS.A.1.1.1) (SS.A.3.1.3) (SS.C.1.1.2) 4. Discuss age-appropriate current events relative to celebrations in the United States and other nations. (SS.A.1.1.1) (SS.A.3.1.3) (SS.C.1.1.2) 	<p>A. After studying holiday traditions in the United States and in other nations in North America, South America, Europe, Asia, Africa, and Australia, students will:</p> <ol style="list-style-type: none"> a. Identify pictures of holidays that are practiced by groups of people living in the United States. b. Describe the holiday traditions of countries other than the United States. c. Compare the holiday traditions of various cultures as represented by students in the classroom. d. Create a paper quilt of drawings that represent the holidays celebrated by the students in the classroom. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.3.1.2) (SS.A.3.1.3) (SS.A.5.1.3) (SS.C.1.1.2)